



Course Catalog
2024-2025

Table of Contents

- Class Change policy
 - General Contact Information
 - Graduation/College Requirements
 - Career Pathway Opportunities
 - UC A-G List
 - Course Descriptions
 - History / Social Science
 - English
 - Math
 - Science
 - Language Other Than English (LOTE)
 - Electives
 - Physical Education
 - Non-Credit Bearing Courses
-

Class Change Policy

Schedule Changes

Schedule changes are discouraged as the master schedule is based on course requests completed the prior Spring term and it is unlikely that a student will be able to move into a different class, and it is very likely that a schedule change will affect the overall class schedule. However, sometimes it is necessary to make a schedule change for reasons such as a student failed a course or made-up a class in summer school. Students need to know:

- The last day to request to drop/add a class, College Prep, AP, or Honors is the **Fifth (5th) day of Term 1** and the **Fifth (5th) day of Term 2** (meaning day five (5) of Quarter 1 and day five (5) of Quarter 3). Students must turn in a Schedule Change Request Form, signed by the student and parent, and approved by the counselor to have most change requests considered.
 - Schedule change requests are not accepted after the deadline.
 - **Requests for a specific teacher, teacher changes, or specific periods are not accepted.**
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MEHS Counseling Team

Students at Mountain Empire High School are assigned a counselor based on their last name. Counselors may be contacted via phone, email, Remind, walk-in during office hours, or submit this appointment request form to the front office: [MEHS Counselor Appointment Request](#).

Counselor	Alpha	Telephone	Email
Michelle Ditomaso	A - J	619-473-8601 ext. 262	michelle.ditomaso@meusd.org
Peter Krahling	K - Z	619-473-8601 ext. 206	peter.krahling@meusd.k12.ca.us

If you want to meet with your counselor, you have several options.

- Walk-in to the Counseling Center before school, at the break, during lunch, or after school (no appointment is necessary). This method is best for students who have a minor concern or question that can be addressed quickly.
- Fill out the [MEHS Counselor Appointment Request](#) form. Make sure you write your name down on the form for your specific counselor. This method is best for students who have a concern or question that may take more time to address.
- Walk-in anytime. This method is ONLY for students who have a concern or situation that needs immediate attention.
- Email your counselor your question or concern.

Why talk to your school counselor?

- The goal is to facilitate a partnership between the student, counselor, teachers, and parents that provide support and caring connections for all students.
- A counselor can help you stay on course to achieve your goals.
- A counselor will write a letter of recommendation that can speak authoritatively about your entire high school career.
- A counselor prepares you to make decisions for college or career life.

What can you discuss with a school counselor?

- Academic performance and how to improve it.
- Course scheduling needs including Advanced Placement courses.
- Tests such as the PSAT, SAT, ASVAB, AP tests, ACT, and college placement tests.
- Colleges to consider.

Key points to remember:

- School counselors can provide direction, but the student must complete the research.
- School counselors have many students to manage, so make sure to continually communicate so that the counselor can meet your needs.
- School counselors are a vital resource for any emotional concerns as well. The GATE Center is a safe place for students to get emotional support or gain space to calm and refocus when needed.

Graduation / College Requirements

High School Subject Areas	MEUSD Requirements for High School Graduation	UC Requirements for Freshman Admissions*	CSU Requirements for Freshman Admissions**
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<p>A. Social Science/ History</p>	<p>Four years/ 40 credits of history/social studies. These include one year of Geography with technology, World History, U.S. History, one-quarter of American Government, and one-quarter of Economics.</p>	<p>Two years of history/social science including U.S. History and World History.</p>	<p>Two years of history/social science including U.S. History and World History.</p>
<p>B. English</p>	<p>Four years/ 40 credits</p>	<p>Four years of approved courses</p>	<p>Four years of approved courses</p>
<p>C. Mathematics</p>	<p>Three years/ 30 credits</p>	<p>Three years[^], including Integrated Math 2 and Integrated Math 3.</p> <p>[^]Four years are recommended.</p>	<p>Three years[^], including Integrated Math 2 and Integrated Math 3.</p> <p>[^]Four years are recommended.</p>
<p>D. Science</p>	<p>Three years/ 30 credits Including Physical Science (Integrated Science 1, Honors Chemistry, or Agriscience.) Life Science (Integrated Science 2, Honors Biology, or Ag Biology year 1 (Integrated Science 2, Honors Biology, or Ag Biology) Other Science (Integrated Science 3, Anatomy & Physiology, or Computer Science 1)</p> <p>[^]beginning c/o 2024 (two years '21-'23)</p>	<p>Two years[^] with lab required, including Integrated Science 1, Agriscience, Honors Biology, or AgBiology, and Integrated Science 2, Honors Chemistry, or AgChemistry.</p> <p>[^]Three years recommended.</p>	<p>Two years[^], with lab required, including Integrated Science 1, Agriscience, Honors Biology, or AgBiology, and Integrated Science 2, Honors Chemistry, or AgChemistry.</p> <p>[^]Three years recommended.</p>
<p>E. World Language (other than English)</p>	<p>One year/ 10 credits of either visual and performing arts, or foreign language.</p>	<p>Two years[^] of same language required (completion of Spanish 2).</p> <p>[^]Three years recommended.</p>	<p>Two years of same language required (completion of Spanish 2).</p>

F. Fine Arts (Visual and Performing Arts)	One year/ 10 credits of either visual and performing arts, or foreign language.	One year of visual and performing arts chosen from the following: Art, Graphic Communication, Photography, Band, Music Appreciation, Choir, Mexican Regional Music, or FFA Floral Design.	One year of visual and performing arts chosen from the following: Art, Graphic Communication, Photography, Band, Music Appreciation, Choir, Mexican Regional Music, or FFA Floral Design.
G. Electives	70 Credits Required	*	**
Physical Education	Four-year/ 20 credits requirement, or two years with a passing score on the Physical Fitness Test.	Not Applicable	Not Applicable
TOTALS	240 Credits	*	**

Career Pathway Options at MEHS

*To complete pathways, students must take courses in sequence.

MEHS Career Pathway	Level 1 Introduction Course	Level 2 Concentration Course	Level 3 Capstone Course
Software and Systems Development Pathway	Computer Science 1	Computer Science 2	Computer Science 3
Information Support and Services Pathway		Graphic Communication 1	Graphic Communication 2
Design, Visual and Media Arts Pathway		Photography	Advanced Photography
Agriscience Pathway	Agriscience	Ag Biology	
Ornamental Horticulture Pathway		Ag Chem	Floral Design 1
Agricultural Mechanics Pathway	Ag Mechanics 1	Ag Mechanics 2	Ag Mechanics 3
Fabrication & Materials Joining	Ag Mechanics 1	Ag Mechanics 2	Ag Welding

The 2023-2024 University of California Approved A - G Course List

(Courses identified with A-G in parenthesis)

- A. History-Social Science (2 years required)
 - B. English (4 years required)
 - C. Mathematics (3 years required, 4 years recommended)
 - D. Laboratory Science (2 years required, 3 years recommended)
 - E. Language Other Than English (2 years required, 3 years recommended in the same LOTE)
 - F. Visual and Performing Arts (1 year required)
 - G. College Preparatory Electives (1 year required)
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MEHS Course Descriptions

History / Social Science Courses

+Identifies course granting weighted GPA

Geography Technology (G)	<p>Geography Technology is a yearlong course that will introduce students to physical and cultural geographic concepts, and technology skills. Special emphasis will be placed on modern civilizations and current events.</p> <p>This course will also introduce academic and personal skills to help students succeed in high school and beyond. Students will create a digital portfolio showcasing their learning. Technology lessons are weaved into the assignments and include word processing, spreadsheets, charting, presentations, video, web research, and basic hardware such as cameras and printing. Many of the lessons require a student to turn in computerized assignments in the form of unit projects, answering questions, and performing inquiry-based learning projects.</p>
Introduction to Honor Geography+ (G)	<p>This is a one-year course for advanced students who wish to study geography more comprehensively. The goals of the course are (1) to provide students with an in-depth understanding of physical and human geography, (2) to prepare students for the more rigorous demands of future Advanced Placement (i.e., AP) courses, and (3) to teach students academic and technology-related skills such as writing reports, creating spreadsheets and making charts and slide and video presentations using a variety of technologies.</p> <p>This course is considerably more rigorous than a traditional college preparatory course; therefore, it requires a substantial amount of reading and note-taking. Students will be expected to develop specific academic and technology skills as well as an in-depth knowledge of physical geography (i.e., the study of processes and patterns in the natural environment like the atmosphere, hydrosphere, biosphere, and geosphere) and human geography (i.e., which deals with the world, its people and their communities, cultures, economies, and interaction with the environment by emphasizing their relations with and across space and</p>

	place).
World History (A)	World History is a term-long course introducing students to world history and physical and cultural geography. This course is designed to meet the needs of the student who expects to pursue post-secondary education in a four-year college setting. This course satisfies district and state graduation requirements for 10 credits of instruction in world history, culture, and geography.
AP World History+ (A)	In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.
US History (A)	US History is a term-long course introducing students to our country's past and looking at how history has shaped today. This course covers the people, times, events, and contributions found in American traditions that have enabled our country to achieve greatness. The students develop a knowledge and understanding of the principles and forces that have shaped the history of their country's problems and achievements. The students are encouraged to develop critical thinking skills such as hypothesis formation, data gathering, and analytical questioning. Students are expected to do outside reading in addition to textbook assignments and be able to pursue in-depth research.
AP US History+ (A)	In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity, and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.
Government (A)	The government course will provide a thorough study of federal, state, and local government, the Constitution, and the Bill of Rights, according to the perspective of the founding fathers. Students will gain an understanding of the three branches of government and how the system of checks and balances enables the principles of a Democratic Republic. Finally, students will analyze the impact of the Supreme Court and how the court sets precedent for the entire nation.
Economics (G)	12th-grade economics is an introductory course. The goals give students a basic understanding of how the US economy works and to provide a foundation for college-level work. Key issues to be covered are the free market system, the role of government in the

	economy, globalization, and free trade. Pertinent current events will be discussed to demonstrate the relevance of the concepts taught.
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AP Government+ (A)	<p>This two-semester course will focus on preparation for the U.S. Government and Politics Advanced Placement (i.e., AP) exam. The goals of the course are (1) to prepare the student for the AP exam and (2) to prepare the student to be a well-informed citizen. The course requires a substantial amount of reading and note-taking. It is a college-level course and is considerably more rigorous than a traditional college preparatory course. Students will be expected to develop a critical understanding of the American system of government and their rights and responsibilities as citizens of this nation.</p> <p>Students will also be expected to keep up with local, national, and international current events. Current events will be discussed frequently in order to help students make connections to the coursework. Students are encouraged to watch the BBC evening news (British Broadcasting Corporation) for international news, the PBS Newshour (i.e., the Public Broadcasting System) for national and international news, and to listen to National Public Radio (NPR).</p>
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English Courses

English I (B)	<p>In English 1, students will develop and strengthen their reading and writing skills by analyzing a variety of texts, including short stories, novels, drama, poetry, and non-fiction. This course encourages students to become critical thinkers who analyze and challenge the issues and ideas presented in various texts. Students will also improve their academic vocabulary, speaking skills, and active listening skills.</p>
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English I Honors+ (B)	<p>In English 1H, students will develop and strengthen their reading and writing skills by analyzing a variety of texts, including short stories, novels, drama, poetry, and non-fiction. This course encourages students to become critical thinkers who analyze and challenge the issues and ideas presented in various texts. Students will also improve their academic vocabulary, speaking skills, and active listening skills. Taking an AP/Honors level course signifies an acceptance of academic challenges. Good study habits, conscientious effort, and regular attendance are keys to success. Doing well involves consistent completion of assigned reading and homework, attentive behavior in class, and preparation for quizzes and tests. Students enrolling in AP/Honors level courses are deciding to accept this academic challenge and commit themselves to the course. Dedication and perseverance are expected.</p>
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English II (B)	<p>In English II, students will further develop skills in increased application of communication skills, creative and expository writing as well as the study of world literature.</p>
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English II Honors+ (B)	<p>In English, II Honors Students will develop and strengthen their reading skills by analyzing a variety of texts, including short stories, novels, drama, poetry, and non-fiction. Students will develop and strengthen their writing skills through a variety of assignments that focus on the use of claims, evidence, analysis, grammar, organization, and other conventions. Students will become critical thinkers who analyze and challenge the issues and ideas presented in various texts. Students will strengthen their academic vocabulary. Students will become confident speakers. Students will become active listeners.</p>
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English III (B)	Students enrolled in English III work to increase their close reading and effective writing skills needed to be successful in senior English, college courses, and their professional and personal lives. Many classroom activities will focus on strategies students can use to improve their comprehension of written texts. The course focuses on the theme of American Dreams/American values, and students read a variety of literature covering over 200 years of our nation's history.
AP English Language+ (B)	The AP English Language and Composition course aligns with an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.
ERWC (B)	The goal is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this term-long, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course- the ERWC Assignment Template - presents a scaffolding process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions.
AP English Literature+ (B)	The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.
ELD/ESL 45	This dual enrollment literacy course is the newcomer level of the ESL accelerated course sequence. This course level introduces spoken English to those who have little or no exposure to the English language. This course utilizes the most frequent words in the English language in input-based, meaningful tasks that make language comprehensible through methods development by the principles of Teaching Proficiency through Reading and Storytelling with slight adaptations suggested by the principles of Accelerated Language Learning as developed by the ESL Department at Cuyamaca College. Students interact with the language in meaningful and engaging ways, with communicatively embedded comprehensible input, acquiring the language at the Intermediate Low level target according to the ACTFL proficiency guidelines.
ELD/ESL 50 (B)	This dual enrollment literacy course is the first level of the ESL accelerated course sequence. Students learn to read and write Basic English. They also learn basic word, phrase, and sentence grammar in a Just-InTime remediation setting. In addition to reading, writing, and

	<p>grammar, students learn classroom rules and communication necessary in academic settings. The course is designed to expose the students to all the skills necessary to enter a placement of four semesters below transfer level (ESL 1A), with the possibility of advancing in as little as two further semesters given the acceleration pathway.</p>
ELD/ESL 1A (B)	<p>This dual enrollment course is designed to bring students up to the grammatical, reading, and composition level needed for three to two levels below ENGL 120. The focus is on reading intermediate-level complex texts, analyzing with a critical attitude, and writing paragraph-to-essay length papers with proper format and evidence of intermediate to high intermediate level academic depth and rigor of research. Students in this course are generally on an accelerated pathway through the English as a Second Language program. Non-degree applicable.</p>
ELD/ESL 1B	<p>This dual enrollment course follows the sequence begun with ESL 2B and is designed to bring students up to the grammatical, reading, and composition level needed for two levels below ENGL 120. The focus is on reading more complex texts, analyzing with a more advanced critical attitude, and writing paragraph-to-essay length papers with proper format and evidence of high intermediate to low advanced academic depth and rigor of research. Students in this course are generally on an accelerated pathway through the English as a Second Language program. Non-degree applicable.</p>
ELD/ESL 2	<p>This course is designed to bring students up to the grammatical and composition level needed for one level below CCC ENGL 120. The focus is on writing the essay in proper format with proper depth of analysis and rigor of research. Critical written responses to academic readings are also emphasized. Further focuses on the study of English grammar for students whose first language is other than English. It develops and adds to skills in grammar and sentence structure. Software is utilized to reinforce grammar skills introduced in class. Successful completion of this course will award transferable college credit through Cuyamaca Community College. (CSU, UC).</p>
ELD/ESL 2A (B)	<p>This course is designed to bring students up to the grammatical and composition level needed for one level below ENGL 120, with the possibility of skipping that level and placing directly into ENGL 120 if student progress is advanced enough. The focus is on writing the essay in proper format with proper depth of analysis and rigor of research. Critical written responses to academic readings are also emphasized.</p>
ELD/ESL 2B	<p>This dual enrollment course is designed to bring students up to the advanced grammatical and composition level needed for ENGL 120. The focus is on writing the essay in proper format with proper depth of analysis and rigor of research. Critical written responses to academic readings are also emphasized.</p>
ELD/ESL 122	<p>This course is a college transfer-level English course designed for advanced, non-native speakers to develop college-level critical reading, writing, and thinking skills and to enhance fluid listening and speaking through academic inquiry across the disciplines. Students analyze and evaluate a variety of texts in response to particular audiences and purposes. They study composition and rhetoric to craft accurate and fluent expository, analytical, and argumentative academic papers and oral presentations, including an extended argument, that synthesizes, integrates, and acknowledges multiple sources.</p>

	Students expand their cultural competence through discussion and analysis of diverse media addressing contemporary issues and engage in meaningful dialogue with the instructor, peers, and target audience. Students with successful completion of this course will earn college credit awarded through Cuyamaca Community College. (C-ID ENGL 100) (AA/AS GE, CSU, CSU GE, IGETC, UC).
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English 9*	English class for students with IEP's who have severe needs. This class covers the foundational topics of Freshman English. Grants high school graduation credit. Due to the restrictive nature of this course, students will only be considered for this course selection after unsuccessful attempts in CP courses with IEP accommodations and modifications resulting in continued unsuccessful attempts of obtaining credits.
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English 10*	English class for students with IEP's who have severe needs. This class covers the foundational topics of Sophomore English. Grants high school graduation credit. Due to the restrictive nature of this course, students will only be considered for this course selection after unsuccessful attempts in CP courses with IEP accommodations and modifications resulting in continued unsuccessful attempts of obtaining credits.
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English 11*	English class for students with IEP's who have severe needs. This class covers the foundational topics of Junior English. Grants high school graduation credit. Due to the restrictive nature of this course, students will only be considered for this course selection after unsuccessful attempts in CP courses with IEP accommodations and modifications resulting in continued unsuccessful attempts of obtaining credits.
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English 12*	English class for students with IEP's who have severe needs. This class covers the foundational topics of Senior English. Grants high school graduation credit. Due to the restrictive nature of this course, students will only be considered for this course selection after unsuccessful attempts in CP courses with IEP accommodations and modifications resulting in continued unsuccessful attempts of obtaining credits.
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Mathematics Courses

Integrated Math I Foundations	Integrated Math I Foundations provides the essential knowledge that students need to tackle the Integrated Math series. By using the highly structured lessons in this term-long math preparatory course, students will master essential algebra content and gain an understanding of introductory concepts found in the Integrated Math series.
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Integrated Math I (C)	Integrated Math I is the first course of a three-course sequence including Integrated Math I, II, and III. This will be a one year course which satisfies the Common Core Standards Integrated Pathway model. It will strengthen and build on students' previous knowledge in middle school mathematics. This course will focus on algebraic expressions, linear functions, quadratic functions, some basic exponential functions, exponents, polynomials, solving equations, geometric congruence proof, and construction methods, finding areas, volumes, descriptive statistics, connecting algebra and geometry through reasoning and proof as well as real-life applications.
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<p>Honors Integrated Math I+ (C)</p>	<p>Integrated Math 1H is a challenging honors-level course which is intended for 9th graders who excel in math. It satisfies the California Common Core Standards for Integrated Math 1 and is designed to contain more critical thinking applications with greater depth of knowledge. As a honors ninth grade course, it will have more performance tasks that build and strengthen students' critical thinking skills and conceptual knowledge and understanding of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations and inequalities, one variable descriptive statistics, correlation, and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.</p>
<p>Integrated Math II (C)</p>	<p>Integrated Math II is the second of a three year integrated mathematics program that will cover the California Common Core State Standards Integrated Pathway model. For the Integrated Math II course, instructional time will focus on five critical areas: (1) extend the laws of exponents to rational exponents, (2) compare key characteristics of quadratic functions with those of linear and exponential functions, (3) create and solve equations and inequalities involving linear, exponential and quadratic expressions, (4) extend work with probability, and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.</p>
<p>Honors Integrated Math II+ (C)</p>	<p>This course is the second of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build students' understanding and competency in mathematics. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures using technology as well as traditional tools to develop a robust understanding of the mathematical principles involved. The course will cover all the material in IM IIC plus additional material as dictated by the State of California.</p>
<p>Integrated Math III (C)</p>	<p>Integrated Math III is the third of the three-course sequence intended to meet the math requirement for high school graduation, the University of California for A – G completion for mathematics, the California Common Core mathematics requirements, and to prepare students to pass the Smarter Balance eleventh grade test in mathematics.</p> <p>The course weaves content standards from the 1997 California Mathematics standards in Algebra 1, Geometry, Algebra 2, and Statistics at an intermediate to advanced level including Statistical Reasoning, Functions Transformations, Polynomial Models of Data and Relationships, Series and Sequences, and Rational, Radical, Exponential, Logarithmic, and Trigonometric Functions</p> <p>The course scaffolds student development of the logic needed for abstract problem solving and emphasizes the use of modeling and the development of the Standards of Mathematical Practices throughout.</p>
<p>Honors Integrated Math III+ (C)</p>	<p>This course is the third of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. This year-long course will allow students to integrate and apply the mathematics they have learned from their earlier courses. Specifically, students will focus on the four critical areas of Integrated Math III as identified by the California Department of Education: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational,</p>

	<p>and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.</p> <p>This capstone course will also extend student learning into concepts of precalculus not covered in the IM IIC and IM IIIH courses such as vectors, matrices, parametric and polar equations. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures using technology as well as traditional tools to develop a robust understanding of the mathematical principles involved. The students will learn mathematical sense-making, make and test conjectures and justify conclusions, use mathematical models to represent real-world data, be able to provide clear and concise answers, and have computational and symbolic fluency.</p>
Financial Math	<p>This term-long course focuses on the applications of mathematics in both personal and business settings. This course contains 15 major topics encompassing many aspects of financial math: personal financial planning, income, budgeting, and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, consumer credit, consumer debt, economic principles, traveling abroad, starting a business, and analyzing business data. Students apply various math skills such as percents, proportions, probability, data analysis, linear systems, exponential functions, and formulas to real-life situations. A unique feature of this course is that each lesson is centered on the mathematical skills used in the world of personal finance. In the Making Connections sections, engaging project-based learning activities provide students with a deeper understanding of the subject matter. Students participate in interactive activities and use inquiry to explore scenarios that are relevant to their lives.</p>
Trigonometry/Pre Calculus (Online) (C)	<p>This is a term-long advanced mathematics course that is a prerequisite for AP Calculus. This course is designed primarily to extend the student's knowledge and skills before taking more advanced work in calculus. Course content includes polynomial, exponential, logarithmic, circular, and trigonometric functions, sequences and series, limits and continuity, induction, the binomial theorem, matrices, and logic.</p>
AP Calculus AB+ (Online) (C)	<p>This is an advanced placement course in mathematics that consists of a full academic year of work comparable to a semester course at the collegiate level. Topics include inverse trigonometric and hyperbolic functions, advanced techniques of integration, improper integrals, elementary differential equations, and an introduction to finite series.</p>
Honors MRWC+ (C)	<p>Honors MRWC (Mathematical Reasoning With Connections) is a fourth-year mathematics course designed by CA State University professors to prepare high school students for the expectations and rigor of college mathematics and quantitative reasoning courses. It reinforces and builds on mathematical topics and skills developed in Integrated Math levels 1-3.</p>
Math 9*	<p>Math class for students with IEP's who have severe needs. This class covers the foundational topics of Integrated Math 1. Grants high school graduation credit. Due to the restrictive nature of this course, students will only be considered for this course selection after unsuccessful attempts in CP courses with IEP accommodations and modifications resulting in continued unsuccessful attempts of obtaining credits.</p>

Math 10*	Math class for students with IEP's who have severe needs. This class covers the foundational topics of Integrated Math 2. Grants high school graduation credit. Due to the restrictive nature of this course, students will only be considered for this course selection after unsuccessful attempts in CP courses with IEP accommodations and modifications resulting in continued unsuccessful attempts of obtaining credits.
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Math 11*	Math class for students with IEP's who have severe needs. This class covers the foundational topics of Financial Math. Grants high school graduation credit. Due to the restrictive nature of this course, students will only be considered for this course selection after unsuccessful attempts in CP courses with IEP accommodations and modifications resulting in continued unsuccessful attempts of obtaining credits.
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Math 12*	Math class for students with IEP's who have severe needs. This class covers the foundational topics of Integrated Math 3. Grants high school graduation credit. Due to the restrictive nature of this course, students will only be considered for this course selection after unsuccessful attempts in CP courses with IEP accommodations and modifications resulting in continued unsuccessful attempts of obtaining credits.
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Laboratory Science Courses

Integrated Science 1 (D)	Physics is the study of how things work. The entire physical world simplifies to matter, energy, and the interaction between the two. Students will study the various aspects of physics by testing and investigating for themselves and will learn how to make scientific claims based on evidence. This course will cover the topics of energy, electricity, magnetism, waves, and light, uniform and accelerating motion, forces, and force interactions. As topics naturally connect, students' concepts to earth and space science content.
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Integrated Science 2 (D)	Integrated Science 2 focuses on the NGSS Life Science standards while integrating Earth Science ideas and concepts. Students will have the opportunity to improve their understanding of life in the Earth system through the use of engaging phenomena and laboratory activities. Integrated Science 2 builds on the basic scientific practices students were introduced to in Integrated Science 1, such as developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations for observed phenomena. Students will continue to expand their use of engineering practices, including analysis of a global challenge and design and evaluation of possible solutions to this challenge.
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Integrated Science 3 (D)	This course further develops students' understanding of the interactions of Chemistry, Physics, Earth Science, and Biology that were introduced and studied in Integrated Sciences 1 and 2. Two central foci of this course are study of Earth's physical and biological systems, and human influence on those systems.
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Agriscience (Advanced Interdisciplinary Science for	This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using the skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created
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Sustainable Agriculture) (D)	in this class with industry activities to link real-world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.
Ag Biology (Biology and Sustainable Agriculture) (D)	Ag Biology and Sustainable Agriculture is a one year course for grades 9-12. It is designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, what is sustainable agriculture? Unit two, how does sustainable agriculture fit into our environment? Unit three, what molecular biology principles guide sustainable agriculture? Unit four, how do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. UC/CSU (D) Lab science credit will be earned.
Ag Chemistry (D)	The Agriculture & Soil Chemistry is a UCCI course is offered to agriculture students who have taken Ag-Science and Ag Biology. This course is designed to provide the student with theories and principles related to Ag Chemistry & Soil Science. In this class, students will learn about the structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and plants. This course is intended to successfully prepare students who plan on majoring in agriculture at a two or four-year college/university. UC/CSU (D) Lab science credit will be earned.
Honors Biology+ (D)	Honors Biology covers the topics specified in the Next Generation Science Standards. A scientific explanation tool (BSCS 2012) will be used as the basis for formulating evidence-based explanations for laboratory and self-paced learning activities. Students will complete the course with a well-rounded comprehension of how various biological phenomena are related to one another and their lives. They will learn scientific process skills that will prepare them for college and careers.
Honors Chemistry+ (D)	Honors Chemistry is the second course in the Health Sciences pathway. It builds on the framework established in Honors Biology and explores the chemical basis for life on Earth. The course emphasis is on hands-on laboratories and projects, and practical application of scientific knowledge.
Anatomy (D)	Anatomy and Physiology is a community college-level A-G approved upper-division science course. It is open to juniors and seniors only. Students must have completed the General Biology course before enrolling in this course. Students must be able to work independently and exhibit exemplary behaviors at all times. Students study all of the major body systems accompanied by the dissection of preserved cat specimens.
Computer Sci. 1 (May only be taken as	This course will introduce the systems development process to students. Topics covered include the development life cycle, development models, specifications and requirements, working in development teams, use of versions, and diagramming processes using

3rd-year science course) (D)	flowcharts and Unified Modeling Language.
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Language Other Than English Courses

Spanish I (E)	Students receive an introduction to the Spanish language and culture of Spanish-speaking countries. Students learn to utilize a functional vocabulary including colloquialisms and structured expressions. Basic and simple future tenses are used in speaking, reading, and writing. This course may be used as a Fine Arts graduation requirement and may satisfy the A-G requirement for a language other than English.
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Spanish II (E)	This course is a continuum of Spanish I. Students will build on their vocabulary learned in the previous course. More advanced colloquialisms, structured expressions, and grammatical structures will be acquired.
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Spanish III (E)	This is an advanced course of study, building on skills learned in Spanish I and II. Students will briefly review these skills before new tense forms are introduced. Students are expected to communicate in Spanish, and most of the class is conducted in the target language. This course may be used as a Fine Arts graduation requirement and does satisfy the A-G requirement for a language other than English.
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AP Spanish Language+ (E)	This is a college-level rigorous course fully conducted in Spanish. Concentrations include the development of essay and expository writing, the analysis of fiction and non-fiction Spanish texts, in-depth research projects, and intensive skill-building in grammar and vocabulary. This course may be used as a Fine Arts graduation requirement and does satisfy the A-G requirement for a language other than English. Additionally, students can earn college credit if they pass the AP exam at the end of the year.
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Visual and Performing Arts Courses

Art 1 (F)	Art 1 is a course that provides an introduction to art through a multimedia experience. Through drawing and painting, students will learn and apply the elements of art- line, color, value, shape, texture, and space- to produce creative art projects that reflect their understanding of these concepts. Students will get a chance to explore their creativity and learn about all the art world has to offer.
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Art 2 (F)	Art 2 is a course that further explores working with different types of art to give students a broad experience of the art world. Students will expand their creativity through drawing, painting, and sculpture. They will take a closer look at modern artists and study different styles of art.
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AP Studio Art (F)	The AP 2-D Art and Design is designed to be the equivalent of a one-semester, introductory college course in 2-D art and design. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a semester. Portfolios include works of art and design, process documentation,
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	and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision.
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Photography (F)	Photography is highly visual, but students will be expected to explain, critique, and analyze student work and the work of peers and industry professionals. This class is an opportunity to tell stories through photos and showcase student creativity. Students shall be prepared for a creative and active class with many opportunities to be successful, express themselves, and have work published.
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Advanced Photography (F)	Advanced Photography is highly visual, but students will be expected to explain, critique, and analyze student work and the work of peers and industry professionals. This class is an opportunity to tell stories through photos and showcase student creativity. Students shall be prepared for a creative and active class with many opportunities to be successful, express themselves, and have work published.
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Floral Design 1 (F)	Art and History of Floral Design are designed for 10-12 grade agriculture students. It provides an introduction to artistic and creative perception. Students are introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on two and three-dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral artworks using design vocabulary in conjunction with the development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression. UC/CSU (F) Fine Art credit will be earned.
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Floral Design 2 (F)	Floral Design 2 is designed for second-year floral 11-12 grade agriculture students to continue to grow their artistic and creative perception. Students are introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on two and three-dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral artworks using design vocabulary in conjunction with the development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression. UC/CSU (F) Fine Art credit will be earned.
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Graphic Communications 1 (F)	This course provides students with an in-depth experience with digital design tools, processes and systems common to careers in graphic arts and digital production. Career examination and skill building include printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction
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	operations, binding and/or finishing related to digital imaging, printing, and digital production. This course meets the University of California Visual & Performing Arts “f” requirement.
Graphic Communications 2 (F)	This capstone course provides students with an in depth understanding of digital design tools, processes and systems common to careers in graphic arts and digital production. Close examination of topics include printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, binding and/or finishing related to digital imaging, printing, and digital production. This course serves as the Capstone course to Graphic Design. This course meets the University of California Visual & Performing Arts “f” requirement.
Yearbook I (F)	Yearbook I is a fast-paced, hands-on class where you will apply learned skills to the production of the Mountain Empire High School yearbook, The Echo. You are expected to commit significant time out of class to researching, interviewing, revising, and writing copy and captions, as well as taking pictures. Deadlines are not open for discussion in this course; your late work impacts everyone on staff and can derail the entire publication. Time management will be an essential skill that you will be utilizing.
Yearbook II (F)	Yearbook II is a fast-paced, hands-on class where you will apply learned skills to the production of the Mountain Empire High School yearbook, The Echo. You are expected to commit significant time out of class to researching, interviewing, revising, and writing copy and captions, as well as taking pictures. Deadlines are not open for discussion in this course; your late work impacts everyone on staff and can derail the entire publication. Time management will be an essential skill that you will be utilizing.
Music Appreciation (F)	Music Appreciation is designed to promote greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music, and for those who intend to continue their formal study of music. Students are exposed to a broad spectrum of music, ranging from classical and modern Western traditions to that of other regions and cultures. All students study basic music theory, undertake general and detailed studies of Western music from different periods, and participate in the creation of music through compositions or performance. Students are not expected to play more than one instrument but may choose more than one (including the voice).
Jazz Band (F)	Jazz Band is a performance-oriented class in which students are challenged, through a variety of advanced repertoire and literature, to display performance skills in several different stylistic genres. The class places a larger emphasis on composing and sight-reading. Participating students will enter the class with proficient skills on woodwind, brass, or rhythm section instruments. Students further their Technical Skills through the study of scales, arpeggios, rhythmic exercises, articulation exercises, transposing, composing, and sight-reading activities. Course Goals and Objectives: Students can perform on an instrument. Students can compose music. Students can sight-read music. Students can play scales, arpeggios, rhythm exercises, articulation exercises, and transpose music.
Honors Jazz	Honor Jazz Band is a performance-oriented class in which second-year band students will

Band+ (F)	continue to be challenged, through a variety of advanced repertoire and literature, to display performance skills in several different stylistic genres. The class places a larger emphasis on composing and sight-reading. Participating students will enter the class with proficient skills on woodwind, brass, or rhythm section instruments. Students further their Technical Skills through the study of scales, arpeggios, rhythmic exercises, articulation exercises, transposing, composing, and sight-reading activities. Course Goals and Objectives: Students can perform on an instrument. Students can compose music. Students can sight-read music. Students can play scales, arpeggios, rhythm exercises, articulation exercises, and transpose music.
Honors Jazz Band 2+ (F)	Honor Jazz Band 2 is a performance-oriented class in which third-year band students are challenged, through a variety of advanced repertoire and literature, to display performance skills in several different stylistic genres. The class places a larger emphasis on composing and sight-reading. Participating students will enter the class with proficient skills on woodwind, brass, or rhythm section instruments. Students further their Technical Skills through the study of scales, arpeggios, rhythmic exercises, articulation exercises, transposing, composing, and sight-reading activities. Course Goals and Objectives: Students can perform on an instrument. Students can compose music. Students can sight-read music. Students can play scales, arpeggios, rhythm exercises, articulation exercises, and transpose music.
Concert Choir (F)	Concert Choir is a yearlong course designed for students who want to learn the essential skills for the voice. Students develop intonation, tone, diction, balance/blend, interpretation, and stage deportment. Students also build on historical knowledge, artistic and creative expression, and aesthetic reasoning. Students will sing challenging choral literature from a variety of periods and genres and present frequently in public.
Honor Choir (F)	Honor Choir is a term-long course designed for second-year students to continue to hone the essential skills for the voice. Students develop intonation, tone, diction, balance/blend, interpretation, and stage deportment. Students also build on historical knowledge, artistic and creative expression, and aesthetic reasoning. Students will sing challenging choral literature from a variety of periods and genres and present frequently in public.
Honors Choir 2+ (F)	Honor Choir 2 is a term-long course designed for 3rd-year choir students to continue to hone the essential skills for the voice. Students develop intonation, tone, diction, balance/blend, interpretation, and stage deportment. Students also build on historical knowledge, artistic and creative expression, and aesthetic reasoning. Students will sing challenging choral literature from a variety of periods and genres and present frequently in public.
Mexican Reg Music (F)	Course Goals and Objectives: Students can articulate differentiate polkas waltzes and boleros when listening to Norteno music. Students can articulate and differentiate various styles of Latin music by watching or listening to performances.
Honors Mexican Reg. Music+ (F)	Honor Mexican Regional Music has course goals and objectives where the second-year MRM students can articulate differentiate polkas waltzes and boleros when listening to Norteno music. Students can articulate and differentiate various styles of Latin music by watching or listening to performances.

Elective/Additional Courses

Advanced Writing (G)	<p>This course is intended to help students develop specific skills needed for reading and writing in Advanced Placement English and Social Studies courses. While the course skills will align with the AP Courses students will take, the content is arranged around a single theme: Being a Steward of Our Planet. The content we read as a class will help students answer the essential questions. Essential Questions: How can we act as stewards of the environment? What is our responsibility to ourselves, each other, and future generations? Where have we met this responsibility and where have we fallen short? What solutions can you propose for us to do better?</p>
Ag. Business (G)	<p>The Agriculture Business course is offered to second, third, and fourth-year agriculture students. This course is designed for advanced study of agriculture business opportunities and economics for college-bound students with an interest in agriculture. Through the course, the student will understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. UC/CSU (G) Elective credit will be earned.</p>
Ag. Mechanics 1 (G)	<p>Agriculture Mechanics 1 is an academically challenging course that integrates mathematics, science, writing, and mechanics. Specific units include: Using the Ag Mechanics Shop, Measurement, Project Planning, Electricity and Electronics, Plumbing Systems and Water Use, Concrete and Masonry, Arc Welding, Power Mechanics, and Careers. Students will focus on the understanding theory of the preceding areas, as well as mastery of the application of these theories. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply their knowledge to projects, real-life scenarios, and case studies. Students will perform advanced research in various fields. A variety of resources will be accessed (Internet, professional journals, books, and industry professionals) to create written and oral presentations that demonstrate students' knowledge and ability. Units covered in this course will build upon existing knowledge where applicable. End of unit projects will incorporate, at minimum, the knowledge acquired from at least one other previously covered unit. For example, students will learn about the properties of water in Unit 5, then utilize that understanding when they look at how water plays a role in the hydration of concrete in Unit 6. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. UC/CSU (G) elective credit will be earned.</p>
Ag. Mechanics 2 (G)	<p>Agriculture Mechanics 2 is an academically challenging course that integrates mathematics, science, writing, and mechanics. Specific units include: Using the Ag Mechanics Shop, Measurement, Project Planning, Electricity and Electronics, Plumbing Systems and Water Use, Concrete and Masonry, Arc Welding, Power Mechanics, and Careers. Students will focus on the understanding theory of the preceding areas, as well as mastery of the application of these theories. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply their knowledge to projects, real-life scenarios, and case studies. Students will perform advanced research in</p>

	<p>various fields. A variety of resources will be accessed (Internet, professional journals, books, and industry professionals) to create written and oral presentations that demonstrate students' knowledge and ability. Units covered in this course will build upon existing knowledge where applicable. End of unit projects will incorporate, at minimum, the knowledge acquired from at least one other previously covered unit. For example, students will learn about the properties of water in Unit 5, then utilize that understanding when they look at how water plays a role in the hydration of concrete in Unit 6.</p> <p>Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. UC/CSU (G) elective credit will be earned.</p>
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<p>Ag. Mechanics 3 (G)</p>	<p>Agriculture Mechanics 3 is an academically challenging course that integrates mathematics, science, writing, and mechanics. Specific units include: Using the Ag Mechanics Shop, Measurement, Project Planning, Electricity and Electronics, Plumbing Systems and Water Use, Concrete and Masonry, Arc Welding, Power Mechanics, and Careers. Students will focus on the understanding theory of the preceding areas, as well as mastery of the application of these theories. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply their knowledge to projects, real-life scenarios, and case studies. Students will perform advanced research in various fields. A variety of resources will be accessed (Internet, professional journals, books, and industry professionals) to create written and oral presentations that demonstrate students' knowledge and ability. Units covered in this course will build upon existing knowledge where applicable. End of unit projects will incorporate, at minimum, the knowledge acquired from at least one other previously covered unit. For example, students will learn about the properties of water in Unit 5, then utilize that understanding when they look at how water plays a role in the hydration of concrete in Unit 6.</p> <p>Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. UC/CSU (G) elective credit will be earned.³</p>
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<p>Ag. Welding (G)</p>	<p>Ag Welding & Fabrication is an academically challenging course that integrates mathematics, science, writing, and mechanics. Specific units include Using the Ag Mechanics Shop, Measurement, Plumbing System, Oxy/Fuel welding and cutting, ARC welding, and Careers in Agriculture. Students will focus on the understanding theory of the preceding areas, as well as mastery of the application of these theories. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply their knowledge to projects, real-life scenarios, and case studies. Students will perform advanced research in various fields. A variety of resources will be accessed (Internet, professional journals, books, and industry professionals) to create written and oral presentations that demonstrate students' knowledge and ability. Units covered in this course will build upon existing knowledge where applicable. End of unit projects will incorporate, at minimum, the knowledge acquired from at least one other previously covered unit. For example; after completing the plumbing unit student will assemble a portable impact sprinkler using the knowledge and skills learned during that lesson. These skills include measuring, cutting, threading, gluing, and soldering. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. UC/CSU (G) elective credit will be earned.</p>
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<p>Art History 1 (G)</p>	<p>Covering art appreciation and the beginning of art history, Art History 1 encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this full-year course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.</p>
<p>Bilingual Tutor</p>	<p>Bilingual Tutors assist students identified as English Language Learners to the limited and non-English-speaking students in classroom settings. While making new friends and learning about each other's cultures, they model correct English pronunciation. They assist students working on beginning English grammar, reading, writing, and practice new words and concepts by assisting with classwork and having short conversations. Through this program, both students learn new concepts, customs, and gain a feeling of accomplishment and friendship.</p>
<p>Bookroom Aide</p>	<p>The student assists the bookroom staff with basic clerical duties while the bookroom staff maintains FERPA regulations.</p>
<p>Career and College Readiness (CCR)</p>	<p>This course is designed to be taken at the junior year level for the purpose of giving students the tools to transition from high school into their chosen college and career goals. The skills taught in this course are vital to ensure that every MEUSD graduate has a clear understanding of how to thrive in college, at work, or both. The course will have the following main components: Understanding goals and how to set up goals, Writing a senior project proposal , Understanding mental health, Understanding the process of college application, Personal introspections to understand personal roadblocks, skills and interests, Understanding money management, Understanding the process of getting a job.</p>
<p>CCR/Senior Project</p>	<p>This is a new class for the 2024-2025 that combines the CCR and Senior Project classes that previously ran separately. The first quarter of this class is the CCR (Career College Readiness) class. This quarter is where students research different options for their next steps after graduation. Options can include attending a community college or university, attending a trade school or pursuing apprenticeship options, joining the military, or joining the workforce. The second quarter is the Senior Project portion of the course. During this course, they take the path they have chosen from CCR and develop a detailed plan to ensure that is a good pathway for them and lay out the steps they need to take after graduation to reach their goal.</p>
<p>Computer Science 2 (G)</p>	<p>This course provides students with the fundamental knowledge of computer programming for solving applied problems. Topics covered include using various programming languages, protocols, language syntax, data structures, object oriented concepts, interfaces, sorting and searching algorithms, and developing reports. Also covered, software testing, debugging, and improvement, integrated development using object-oriented programming and sensory information from robots to solve problems and meet challenges integrating STEM subjects.</p>

Computer Science 3 3	This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Students apply discrete programming skills to make a video game, a virtual pet, a sound editor, etc. and will explore careers in programming, including wireless applications for iPhone, Android, and applications. It also includes the study of data structures, design, and abstraction. Other topics might include developing databases and data modeling.
Foundation Life Skills	This course is for students with IEP's who have significant disabilities and are pursuing a certificate of HS attendance. This course covers basic functional life skills needed to function in society.
Functional Life Skills	This course is for students with IEP's who have significant disabilities and are pursuing a certificate of HS attendance. This course covers more advanced functional life skills needed to function in society. This is the second year course that follows "Foundation Life Skills"
Guidance Aide	The student assists the Guidance office staff with basic clerical duties while the Guidance office staff maintains FERPA regulations.
Health/Life Skills	Health class for students with IEP's who have significant disabilities and are pursuing a certificate of HS attendance. This course covers personal hygiene and healthy lifestyle choices.
Individual Living Skills	Basic life skills course for students with IEP's who have significant disabilities and are pursuing a certificate of HS attendance. This course includes topics that align with IEP goals and are tailored for each student.
Leadership 1 (G)	This course is designed to provide an environment where students learn educational leadership. The class goals are to increase positive school culture through academic and social events, and help students enrolled in class become effective leaders. The class focuses on the mastery of the following critical leadership skills. · Planning/Organization/Forward Thinking · Problem solving · Constructive feedback/Evaluation · Writing: critically, reflectively, persuasively · Creativity · Professionalism · Confidence/Public Speaking · Persistence · Empathy · Service
Leadership 2	Leadership 2 is a class for anyone who is looking to continue to step up as a leader on campus and use the skills learned in class to build a better school environment while also taking the skills learned and applying them to support their community and excel in their everyday life. You will learn skills on how to better yourself to be a better leader for your school, all while being able to express your creativity through advertisements and school events.
Leadership 3	Leadership 3 is a class for anyone who is looking to continue to step up as a leader on campus and use the skills learned in class to build a better school environment while also taking the skills learned and applying them to support their community and excel in their everyday life. You will learn skills on how to better yourself to be a better leader for your school, all while being able to express your creativity through advertisements and

	school events.
Leadership 4	Leadership 4 is a class for anyone who is looking to continue to step up as a leader on campus and use the skills learned in class to build a better school environment while also taking the skills learned and applying them to support their community and excel in their everyday life. You will learn skills on how to better yourself to be a better leader for your school, all while being able to express your creativity through advertisements and school events.
Math Life Skills	Math class for students with IEP's who have significant disabilities and are pursuing a certificate of HS attendance. This course covers functional math skills related to basic and more advanced monetary transactions.
Office Aide	The student assists the front office staff with basic clerical duties while the front office staff maintains FERPA regulations.
Peer Tutor	Peer tutors assist and coach other assigned students with special needs in becoming a more successful and independent learner. Peer tutors provide and help to integrate effective learning and study strategies for their assigned students, while at the same time helping to clarify and/or reinforce course content, assignments, and material.
Senior Project	
Study Skills	Study Skills is a term-long credit-bearing elective class for students with an IEP. It is designed both as an academic support class as well as a skill-building course.
Teacher Aide	The student assists the assigned teacher with basic clerical duties while the teacher maintains FERPA regulations.
Technology Work Study	The student assists the Technology Department personnel with basic clerical duties, technology maintenance needs, and develops an understanding of the general working environment of technology department operations.
Yearbook III	Yearbook III is a fast-paced, hands-on class where you will apply learned skills to the production of the Mountain Empire High School yearbook, The Echo. You are expected to commit significant time out of class to researching, interviewing, revising, and writing copy and captions, as well as taking pictures. Deadlines are not open for discussion in this course; your late work impacts everyone on staff and can derail the entire publication. Time management will be an essential skill that you will be utilizing.

Physical Education

Adaptive PE	Physical Education class for students with IEP's with severe disabilities.
Cadet Corps. 1	The Cadet Corps program is part of the Youth Programs Directorate of the Joint Forces Headquarters of the California National Guard. Funded jointly by the State of California and local school districts, the California Cadet Corps strives to achieve six objectives

	with the middle and high school cadets it serves: Develop qualities of leadership, Promote citizenship, Encourage academic excellence, Foster patriotism, Teach basic military subjects, Provide education in fitness and wellness.
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Phys Ed 9	Physical Education focused on 9th-grade students designed to play a critical role in mentoring students to foster a lifetime of healthy behaviors through implementing standards-based instruction, applying evidence-based curriculum and programs, integrating medically accurate resources, and mentoring students.
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Phys Ed 10	Physical Education focused on 10th-grade students designed to play a critical role in mentoring students to foster a lifetime of healthy behaviors through implementing standards-based instruction, applying evidence-based curriculum and programs, integrating medically accurate resources, and mentoring students.
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Phys Ed 11	Physical Education focused on 11th-grade students designed to play a critical role in mentoring students to foster a lifetime of healthy behaviors through implementing standards-based instruction, applying evidence-based curriculum and programs, integrating medically accurate resources, and mentoring students.
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Phys Ed 12	Physical Education focused on 12th-grade students designed to play a critical role in mentoring students to foster a lifetime of healthy behaviors through implementing standards-based instruction, applying evidence-based curriculum and programs, integrating medically accurate resources, and mentoring students.
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Non-Credit Course Sections

Early Dismissal	Non-credit bearing course allowing students early dismissal access. The student must be a Junior or Senior and on track with credits to graduate. Students must also have individual transportation to leave campus.
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Guided Study	A non-credit bearing term-long course that requires attendance and work behaviors to provide students the best opportunity to recover credits towards graduation requirements or recover A-G credits needed. Recovered course credits will be listed per course in the appropriate terms when credits have been earned through online course access.
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Late Arrival	Non-credit bearing course allowing student late arrival access. The student must be a Junior or Senior and on track with credits to graduate. The student must also have individual transportation to arrive on campus on time.
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Study Hall	Non-credit bearing course for juniors or seniors who are on track with graduation credits. This course provides one class period for the student to remain on campus in a designated area without curricular requirements. Approval for the course is dependent on graduation credits, attendance, and discipline review. Access for junior-level students is restricted to those students who are on track to graduate, have a 2.5 GPA or higher, and receive administrator approval related to the student's attendance and discipline record review.
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